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ABSTRACT

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Nine shows how the directed reading lesson can be adapted for use in tutoring adults. Five main steps of the lesson are described (readiness/motivation, silent reading, development of comprehension skills, development of word recognition skills, and extension activities). Three alternative comprehension-extending formats (brainstorming, problem solving, and reciprocal questioning or Request) are explained. A smaple lesson plan for a hypothetical student is presented which contains outlined teaching procedures, a sample reading selection, and suggested written activities. A five-item list of references on reading instruction is included. (Author/MS)

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RALSU

TUTOR SUPPORT LIBRARY

Instructional Concept Guide No. 9

# THE DIRECTED READING APPROACH

## A Lesson Organization Procedure Adapted for Use with Adults

by

Joyce Johnston
Robert A. Palmatier

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CE 006 142

## FOREWORD

The ability to read has been taken for granted in the United States for as long as most of us can remember. Unfortunately the "us" in the previous statement refers to those in the population who are indeed able to read --- for example, those of you reading this message. Adult readers make up an exclusive fraternity and seldom find themselves involved with non-readers. But in this century the tempo and technology of American life have increased dramatically. And more and more we see that a significant proportion of our citizens do not have the reading ability society requires.

In the 1970's, the Community Based Division of the Right to Read Effort addressed itself to overcoming what is rapidly becoming a crisis in the area of adult literacy. A common bond for many of the projects supported by this division of Right to Read is the use of volunteer tutors to teach the older, out-of-school individual who needs reading help. It has been generally found that, while the desire to tutor may be "born," the ability to tutor needs to be "made." Consequently the cry has gone out, "We have the volunteers but we do not have a system for training them to tutor."

RALSU, the Regional Adult Literacy Service Unit, a Right to Read Community Based project, has therefore accepted as its major responsibility the development of a tutor training and support

system. It is primarily designed for volunteers, but it can also be adapted to the training of para-professional tutors for any type of adult literacy program. The complete system includes tutor training, a support system for the working tutor, and evaluation strategies for both programs and tutors.

A key component in the system is the TUTOR SUPPORT LIBRARY. This consists of two series of units entitled Instructional Concept Guides and Functional Content Units. The Concept Guides orient and train beginning tutors and serve thereafter as reference aids for the on-the-job tutor. The Functional Content Units are designed as models for the practical application of the teaching skills gained in the tutor training. For convenience, all Guides and Units are separately bound.

The Instructional Concept Guide that follows this "Foreword" is one of the following:

1. Getting Together: Establishing a Working Tutorial Relationship
2. Teaching One-to-One: A Diagnostic Approach to Beginning Tutoring
3. Student-Centered Tutoring: Using Initial Lesson Results to Set Future Goals
4. Help: Inside and Outside the Tutoring Agency
5. Process and Product: A Guide for Assessment of Community Tutoring Programs
6. Word Concepts: An Adult Approach to Decoding Skills
7. The Teaching of Sight Words: Ways and Means
8. The Language Experience Approach: Application for Tutoring Adults in Reading

9. The Directed Reading Approach: A Lesson Organization Procedure Adapted for Use with Adults

10. The Newspaper: A Source of High-Interest Instructional Material for Adults

11. Resources: A Guide for Using Published Materials in Adult Literacy Programs

12. Splitting Up: Terminating a Tutoring Relationship

Guide 1 is an orientation to tutoring; Guides 2 and 3 lead the tutor through the first sessions with a student. Except for Guides 1, 2, and 3, however, the booklets need not necessarily be presented in consecutive order. Guides 6 through 10, for example, explain in detail teaching procedures that can be used to teach the lessons described in Guides 2 and 3. Other Guides, as their titles imply, deal with supplemental helps for the tutor and with program assessment.

Hopefully, these materials as a whole will satisfy a long felt need expressed by many persons involved in the management of adult literacy programs. It is also hoped that the flexibility of format will make the publications adaptable to individualizing requirements within programs.

# THE DIRECTED READING APPROACH

## A Lesson Organization Procedure Adapted for Use with Adults

During reading instruction in elementary school classrooms, it is common to see teacher and children participating in a lesson format called "The Directed Reading Lesson." Through this structure children are taught the overall content of the reading passage as well as given practice in word decoding. The strength of the lesson pattern lies in the fact that it combines two inseparable essentials of successful reading, total meaning and word decoding. Another term often heard to describe this instructional combination is "teaching in context." Whatever the descriptive term used, the main point is that the procedure encourages the teaching of reading as a unity, which is what effective reading must, of course, be.

A directed reading lesson usually consists of about five steps:

1. Developing a readiness to read by providing background information about the selection, discussing unfamiliar vocabulary, and providing a motivational purpose for reading.
2. Silent reading of the material by each student individually.
3. Development of skill in comprehending, usually through teacher-prepared questions used in an oral discussion.

4. Development of skill in word recognition ability by teaching, and then practicing, a decoding procedure with words taken from the selection.
5. This step may be re-reading the material for another purpose (to locate answers to specific questions, to practice oral reading) or an additional activity to extend the decoding skill or comprehension skill portions of the lesson (a word game, a library book selected, illustrations created).

Most basal reading texts used in schools suggest a version of this format for group teaching of reading. Many children have learned and are learning to read successfully in this way.

The problem for the literacy program tutor, however, is that the student he faces is not a child. While the ultimate goal for child-student and adult-student is about the same, namely, the ability to read independently, the adult-student begins the process with different input. Basically, he has both a wider range of experiences and an immediate need to apply what he will learn. Motivation for the adult, therefore, is much more specific and impelling than for the child since it is based on need. Eventually, we hope, the adult student will want to read just for pleasure. But at the beginning, reading an article on applying for unemployment benefits or on Detroit's new auto line will likely be much more to the point. Relating back to Step 1 in the description of a directed reading lesson, one can easily see that motivation and purpose for adults needs special attention.

A REASON TO READ ...

In the one-to-one tutoring situation, motivation and purpose for the older student is not difficult to manage. It is accomplished by having the student select his own material. This is not to say he should not have guidance from the tutor. Very likely you, the tutor, will need to make suggestions and ask questions about subject matter. You will, of course, need to find materials in his interest areas that he can either read himself of that would be suitable to be read to him or taped for him. (In addition, by allowing him responsibility in selecting what he should read, you will be increasing his independence as well.) What you are really doing is asking your student to set his own purpose for reading:

> "Since you are planning to buy a used car, would you like to read something that would give you buying tips for the car and the credit you will need?"
>
> "Teen-age kids can be difficult. Would you like to read an article about how other parents have dealt with their children's problems?"

Whether or not the decision originates with you or with the student will depend upon your relationship. If you have established a solid basis of mutual trust, the student will likely bring up his own purpose for reading. In any case, make it your purpose to guide, not direct, him.

TO THE READING ITSELF ...

After you have jointly located reading material and discussed ways it will be useful to the student, move as quickly as possible into the actual reading. Some brief attention to unusual vocabulary is

needed. But, keep it brief and informal at this point. Do not over work the preliminaries to such an extent that the student is bored or overwhelmed before beginning.

If the student reads with some fluency (a Stage II reader or above), he should read the material silently himself, asking word help if necessary. Note his silent reading habits --- lip moving, finger pointing, fidgeting. Be careful to be unobtrusive as you watch him. On the other hand, if your student is a very poor or a beginning reader, read the material to him (as he follows along) or have him listen to a tape-recorded version. (See Instructional Concept Guide No. 3, "Student-Centered Tutoring: Using Initial Lesson Results to Set Future Goals" for other details for alternatives for beginning readers.) In all cases, your student needs to get a once-over view of the content by having it presented in a total piece.

WHAT IT WAS ABOUT ...

The third step in the lesson for children involves questioning to develop and guide comprehension. The questioning technique is not inappropriate for adults either. However, an adaptation of the usual manner of questioning may be advisable for a number of reasons. For example, school-type "quizzing" may be unhappily recalled as a strictly right-or-wrong procedure. It is, therefore, one reason for omitting direct questioning, since any "wrongs" will give a negative slant to the tutoring session. A second reason is that the purpose of such questioning is often to stimulate oral discussion. Most adult literacy students were not the best responders in school discussions. Often they were

either the silent, apathetic student or the overtalkative, attention-demanding student. A third reason involves the tutor-student relationship itself, the sharing of each other's input for the purpose of learning together. Direct questioning may make the student feel he is being interrogated. For the skillful questioner, this may not happen. But alternatives should be considered, both for the reasons cited above as well as to inject variety into the sessions.

## Alternative Comprehension-Extending Formats Useful with Adults

I. One format suggested by educational authorities involves asking the student to tell anything at all he remembers from his reading --- facts, concepts, even a single word (the brainstorming techniques of executive training, in some respects). As he tells you, record whatever he recalls on a list. Make no quality statements on what he says; just write it down. As he begins to cue into the process, he will remember more and more. (Watching the list grow in succeeding lessons is rewarding also.) With the list in hand, you now have content for a discussion that can aid his comprehension skills. For instance, he can select the most important detail he remembered. He can try to put the facts recalled into sequential order. He can decide (always with your guidance, of course) whether or not he missed something important. When that happens, you have an immediate "purpose for re-reading" (see Step 5 of the directed reading activity for children). Go back to the passage and help locate the missing details. Finally, just as with the Language

Experience Approach (see Instructional Concept Guide No. 8), you can teach basic decoding skills with words taken directly from the passage read. Enlist your student's self-responsibility further by having him locate and highlight words that illustrate skills already mastered.

II. A second format involves a problem solving session related to the reading material (another technique common to executive training). One technique is to point out that the outcome of the story or article is but one of a number that might have occurred. Suggest that your student think of other possibilities. Record each suggestion. Again, these may flow freely but, initially, it is more likely that you will need to provide an extra measure of guidance. When you both decide you have a list of reasonable length, discuss the possible consequences of each of the alternatives. Your student may wish to eliminate certain entries as he begins to think more carefully about consequences. This is excellent training, since it encourages testing ideas against reality. As he thinks about what might happen, he may see that his original idea is simply not plausible as an outcome. This approach gives practice in carrying a thought through to a conclusion, a skill frequently lacking in literacy students. Many of their life-coping problems involve not thinking logically about the consequences of a given action. The practice in verbalizing such thinking routines is additionally beneficial.

The skills training in this method proceeds much as in the first technique. Again, the words used have appeared in a context both personally meaningful to the student and which he helped select.

The problem solving format also lends itself to role playing in the tutoring session. Usually this works well in one-to-one tutoring,

but an individual assessment of the tutor-student relationship in each case is necessary. The easiest beginning is simple and informal. If the material is on used car buying, you be the customer and the student the salesman for a few interactions. See how he responds. Then switch roles. This is a useful activity for teaching point of view, for example. Even more important, it gives the adult student practice in transferring reading lesson content to what happens in his real life. Again, the oral work as well will pay long range dividends for reading.

III. A third format, officially called the ReQuest procedure (for Reciprocal Questioning), is more useful for students with adequate decoding skills, but who need to extend their understanding of what they read. It is more appropriately called a technique, therefore, than a method for teaching reading. The idea is to help the student learn to define purposes for his reading and to sharpen his ability to be an inquirer. Inquiring means asking questions. Further, the easiest way to use purpose for directing reading is to state a question, the answer to which is found by reading. ReQuest thus helps the student arrive at his own question which he can then answer by reading.

ReQuest works as follows:

1. Tutor and student both look over the first few sentences to be read.
2. Tutor and student ask each other (reciprocally) questions about those sentences. (The tutor's questions should be models, leading the student.)
3. Tutor and student arrive at a mutual purpose, stated in the form of a question, for reading the remainder of the selection.

Besides providing direct purpose, the technique of exhanging information may be more meaningful, especially in one-to-one tutoring, than a straightforward presentation of background information on the selection. Let us say that one of the tutor's questions asks the meaning of a word, for example. The student may then respond with a question about other words. This is not, then the ordinary glossary-type vocabulary presentation. Or the tutor can launch a more critical approach to word choice than the relatively simple discussion of unfamiliar vocabulary. For example:

$Q_{S_1}$ : Why does each President have a cabinet?

$Q_{T_1}$ : What does a business keep in its filing cabinets?

$Q_{S_2}$ : What is in a medicine cabinet?

$Q_{T_2}$ : Can both aspirin for headaches and records that help in a business be stored in some type of cabinet?

The word cabinet was never unfamiliar to the student. But he has now been led by the questioning technique into thinking: (a) about the different uses of the term, and (b) how these uses are related in meaning. In short, you have taught him word connotation in context. Such learning is above and beyond his basic purpose question, $Q_{S_1}$, for reading the selection. He is learning to be a "general inquirer" which, in turn, is the road to continuing education.

ANYONE FOR PRACTICE ...

The final part of the lesson is highly dependent upon student need. Vocabulary teaching of some sort should be done, using words

taken from the passage. The beginning reader may be taught and practice a basic decoding skill. The more advanced reader may work with extending his vocabulary by building new words from those encountered in the passage. Sometimes the teaching will be through traditional worksheet exercises or word games. For some students, this is a suitable time to polish skill with a dictionary or other reference books such as encyclopedias (perhaps leading to a trip to the public library, for example). Be as creative as you can in using the content just read. One admonition: do not "wring out" that content beyond its capacity to interest your student.

## Summary

The typical directed reading lesson, when adapted for use with adults in a tutorial session, involves the following basic steps. The first is selecting the reading material. It is important for the tutor and student to do this as a team, with the first task being to define a reason (or 'purpose') for reading peculiar to the individual student. This personal need or interest in the reading material ensures relevance and motivation. For a beginning reader, the selection process alone may be adequate to establish reading purpose as an instructional technique. Usually, however, it is necessary to narrow the task further by giving the student an explicit question to answer through the reading. For the more advanced student, the ReQuest procedure is applicable to establish purpose. Whatever method is used in selection, the key to this step is eliciting purpose from the student himself.

The second step is to present unfamiliar vocabulary. Other Guides in the RALSU series suggest a variety of ways for vocabulary presentation. (Guide No. 3 on the third and future tutoring session, No. 7 on sight word teaching, and No. 8 on the language experience method would be useful.) For the more advanced student, the ReQuest format may be used. In all cases, present only a limited number and carefully selected words --- those which are most important to understanding the passage.

Now the student is ready to read the material silently with help on words, if needed. This reading is usually done within the session.

It is in the next step that this reading lesson format is most variable when working with adults. You are now ready to teach the student the art of understanding what he is reading --- "comprehension skills." Can he remember the details of the passage? Can he infer meaning, that is, read "between the lines?" Can he summarize, predict outcomes, separate opinion from fact? Is he alert to propaganda? To determine (and extend) student understanding, one may use the type of questions commonly found with published reading lessons. However, it may be more productive to use one of the comprehension question formats suggested in this Guide. Your decision should be based on (a) type of material read and (b) student need. The first technique (the all-you-can-remember brainstorm) would be well-suited to an article about Sunday's football game. The second technique (a problem solving attitude) would be better applied to a general article about the unemployment caused by the closing of a local industry. The ReQuest procedure, the third technique, may be effectively used in this part of the lesson

to encourage a reluctant student to express himself.

The deciding question for the tutor-teacher is: what do you most want your student to gain from the session? Let his need be your guide as to the most useful format for comprehension aids. The same criterion, student need, should dictate the form and amount of other skills instruction in the lesson as well as enrichment activities to be developed.

## References


1. Harris, Larry A. and Carl B. Smith. Reading Instruction Through Diagnostic Teaching. New York: Holt, Rinehart and Winston, 1972. Pages 271-78 give one of the most concise and readable descriptions of the directed reading lesson format. While aimed at teaching children, the clarity of this presentation makes it especially easy to draw the parallels necessary for successful teaching of adults. A useful reference book in many other respects for the tutor also.

2. Knowles, Malcom. The Modern Practice of Adult Education. New York: Association Press, 1970. An excellent background source for understanding the special nature of the adult student.

3. Manzo, Anthony V. The ReQuest procedure. Journal of Reading, 1969, 13, 123-26.

4. Manzo, Anthony V. Guided reading procedure. Journal of Reading, 1975, 18, 287-91. Complete discussion of the comprehension-extending format listed as No. I and compared to brainstorming techniques by this writer.

5. Mocker, Donald W. Cooperative learning process: shared learning experience in teaching adults to read. Journal of Reading, 1975, 18, 440-44. Relates to the comprehension-extending format listed as No. II, problem solving procedure.

## A Sample Lesson

The following sample lesson is presented for a hypothetical student, Mrs. Q, who has been tutored for several months. The reading material is part of an article taken from a local newspaper. Mrs. Q has a son in prison and is therefore very interested in the rehabilitation of inmates. She is able to read articles with little assistance provided they do not contain too many difficult words. Her reading level is approximately that of third or fourth grade equivalence.

Please note that the sample lesson is but one set of many possible activities that might be designed. You might wish to practice developing a directed-reading-type lesson on this article or on another selection for either Mrs. Q or your own student.

Procedures for leading Mrs. Q through the five steps of the Directed Reading Approach follow:

1. Develop Readiness

   (a) Ask Mrs. Q to read the title. Then ask her to tell what she thinks the article may be about. Next ask her to read the first paragraph of the news story. When she completes this paragraph discuss whether or not she would expect to find prison inmates involved in this sort of activity.

   (b) Be sure that she understands the meaning and can recognize each

of the following words in print. The words should be printed on a piece of paper to which she can refer while reading the article.

| | |
|---|---|
| inmate | donated |
| underpriviledged | advancement |
| metropolitan | correctional institution |

(c) Tell Mrs. Q you would like her to read the rest of the article to find out exactly what the inmates are doing to help underpriviledged childred and needy families.

2. Silent Reading

Tell Mrs. Q to read the article silently but to ask for help when she comes to a word she does not know and is unable to figure out. (She probably will need assistance with the names of the organizations.)

3. Development of Skill in Comprehending

(a) Ask Mrs. Q the following questions orally:

(1) What are some of the things inmates are doing for the Christmas season?

(2) What is the City Advancement Center?

(3) Do you think men convicted of crimes such as murder or kidnaping would be placed in the CAC? Why or why not?

(4) Why do you think the inmates are doing these things?

(5) Where do the inmates get the toys they repair?

(6) Do you think this activity will help the men prepare for living in the world after they are released from prison? How?

(b) Ask Mrs. Q to do the following written comprehension activity:

Directions: Put an X by the activities in which inmates are taking part during the Christmas season.

_____ Prepare food baskets

_____ Take part in a Christmas concern

_____ Bake cookies to raise money

_____ Help to keep streets clean

_____ Take part in a dancing festival

_____ Repair toys

4. Development of Skill in Word Recognition

(a) Review orally with Mrs. Q the words introduced prior to her reading of the article. As much as possible have her relate the meanings as she understood them from reading the article.

(b) Ask Mrs. Q to do the following written activity which combines word recognition and meaning skills:

Directions: Draw a line under the word that answers each question.

Which of these means poor or needy?

overpriviledged underpriviledged priviledged

Which of these words means a time of year?

season reason treason

Which of these words means several people?

hoop group stoop

Which of these words means extra or additional?

dare rare spare

INMATES GET INTO CHRISTMAS SPIRIT

Prison inmates are doing their bit to brighten the Christmas season for underpriviledged children and needy families.

At least six correctional institututions over the state are busy repairing toys to fill the stockings of children on Christmas morning or preparing food baskets for those who might otherwise have a skimpy Christmas dinner.

The Junior Chamber of Commerce at the State Correctional Institute has placed barrels at 13 fire stations and seven major shopping centers ofer the metropolitan area to collect used or broken toys.

The toys are gathered each Saturday and inmates spend their spare time repairing them.

An inmate dressed as Santa Claus will begin delivering the toys Dec. 22 to approximately 250 underpriviledged children in the area.

Inmates also are gathering clothing and food baskets that will be delivered to 100 needy families.

The institute's 40-man choir will present a Christmas concert Dec. 20 on the steps at the state Capitol beginning at 12:30 p.m.

More than 75 inmates at the City Advancement Center (CAC) have donated $700 to sponsor two Christmas parties for 130 needy chidren here.

The CAC is a work release center where prisoners with two years or less to serve pay $4 a day for room and board and go out each day to work at regular jobs.

5. Extension Activities

(a) Ask Mrs. Q to look at the article again to find out how much a prisoner at the CAC pays a day for room and board. Ask her to read orally the section that gives that information. (The purpose of this oral re-reading activity is to demonstrate her ability to handle the words in the section and to give practice in scanning to locate specific information.)

(b) If Mrs. Q is interested, you might help her to learn more about the rehabilitation and community service programs at local correctional institutions. She might write or dictate a letter of inquiry to a specific institution.

(c) Since such an article would normally be used during the Christmas season she may want to locate a toy collection barrel near her home to make her own contribution. She might also work with you to prepare a sign or flyer urging other participants in the literacy program to contribute toys to this cause.

The following pages show how this sample lesson might look when prepared in the lesson planning format. Remember, however, that this lesson is only a sample and that similar lessons should use material on topics of interest to your student and take into account his reading skill level.

Sample Lesson Plan Using Directed Reading Approach

| Goals | Materials | Procedures and Evaluation |
|---|---|---|
| To predict contents of article from title and first paragraph. | Copy of article. | 1) Ask student to read title.<br>2) Ask for information on what the article may be about.<br>3) Have first paragraph read.<br>4) Discuss what now is expected in article and relate to student's expectancy and opinions about topic. |
| To recognize and understand concept of words critical to article message:<br>inmate<br>underpriviledged<br>metropolitan<br>donated<br>advancement<br>correctional institution | Paper.<br>Pen, pencil, or fine line felt tip marker. | 1) List words on paper.<br>2) Introduce words and discuss meanings.<br>3) Orally evaluate student's understanding of words.<br>4) Ask student to read list of words before beginning to read. |
| To have purpose for silent reading. | | Tell student to read remainder of article to determine what inmates are doing to help underpriviledged children and needy families. |
| To read silently. | Copy of article.<br>Word list. | Ask student to read but offer help with any words not known. |

| Goals | Materials | Procedures and Evaluation |
|---|---|---|
| To demonstrate understanding of article content. | Pre-prepared oral questions. | In an informal and non-test-like manner, ask the following questions:<br>1) What are some of the things inmates are doing for the Christmas season?<br>2) What is the City Advancement Center?<br>3) Do you think men convicted of crimes such as murder or kidnaping would be placed in the CAC? Why or why not?<br>4) Why do you think the inmates are doing these things?<br>5) Where do the inmates get the toys they repair?<br>6) Do you think this activity will help the men prepare for living in the world after they are released from prison? How? |
| To demonstrate ability to relate comprehension of reading material to written questions. | Paper or card on which pre-prepared questions are written. | 1) Explain that understanding may also be measured with written questions.<br>2) Ask student to follow the directions and answer the questions given. |
| To demonstrate ability to relate meaning of words introduced earlier to use in article. | Word list. | 1) Ask student to tell how words were used in article.<br>2) Review where necessary or look back at article. |
| To demonstrate ability to answer written questions on word meanings. | Pre-prepared questions written on paper or card. | Ask student to follow directions and answer the written vocabulary items. |

| Goals | Materials | Procedures and Evaluation |
|---|---|---|
| To demonstrate ability to scan article to find information and re-read orally the portion giving answer. | Article. | 1) Ask student to find in the article where it tells how much a prisoner pays a day for room and board at the CAC.<br>2) Ask that the section containing the answer be read orally. |
| To demonstrate understanding of personal action possibilities related to reading material. | Writing materials.<br>Poster materials. | Depending on student response either:<br>1) Write letter seeking further information to a correctional institution, or<br>2) Make poster or flyer urging support of other participants in literacy program. |